

VISIT...

LANZAROTE  
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## Tutor Teaching Tips

## Repeated Reading • S-5

### MATERIALS

Reading  
Passage:  
Part 1 (2 copies)

Timing device;  
Graph

Reading  
Passage:  
Part 2 (2 copies)

Game cards;  
Game board;  
Markers

### Introducing the Passage



5 minutes

Read part 1 of the passage *Hannah and Grandpa* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.

Read the entire passage with the child one or two more times.

### Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 130 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level next session.

### Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

*What did Hannah do with Grandpa when she was younger? (go for walks around the neighborhood)*

*What did Grandpa do on the walks? (make up stories about the neighbors)*

*What was the second story Grandpa made up? (The people in the yellow house thought they could fly.)*

If time permits, repeat the steps above using part 2 of the passage, *Hannah and Grandpa*.

### Optional Activity



5–10 minutes

**PLAYING A WORD GAME:** Shuffle the game cards and stack them number-side down.

Have the child draw a card, read the word, and say the past and future tenses of the word, including any helping verbs. The child can check his/her answers on the back of the card. If correct, the child can move on the board the number of spaces indicated on the card. If incorrect, the child cannot move. Have the child return the card to the bottom of the stack. It is now your turn. Repeat the game if time permits.

*Part 1*

Hannah and her grandpa were good friends. When she was 10  
 younger, he used to take her for walks around the neighborhood. 21  
 He had to walk slowly because he had arthritis. Walking slowly 32  
 was fine with Hannah because Grandpa had very long legs, and 43  
 even with his arthritis, she had trouble keeping up. 52

As they walked, Grandpa would make Hannah laugh by inventing 62  
 silly stories about the people who lived in each of the houses. 74  
 "Those people in that gray house have one hundred Bassett 84  
 hounds. All day they take pictures of themselves with their dogs' 95  
 ears draped around their heads." 100

"And see that house on the corner—the people there think they 112  
 can fly. Every night, they open their second-story windows, twirl 123  
 their arms, and holler for all the world to hear, 'We're getting 135  
 ready to take off—just give us a moment to get our wings 148  
 warmed up!'" 150



*Part 2*

Hannah thought Grandpa was the silliest person on Earth. And 10  
 in truth, he probably was. 15

But the thing Hannah loved the most about her grandpa was 26  
 how he made up different personalities for himself. One day he 37  
 would be Il Baconi, the Italian swashbuckler. On another day, he 48  
 would be Harry the Horrible, delighting in zany, ghoulish pranks. 58  
 Each character had its own unique accent, and sometimes it 68  
 seemed like the real Grandpa disappeared and the character 77  
 took over completely. Hannah was never frightened by his 86  
 antics—she knew that he would eventually come back to himself, 97  
 because he always did. Over the years, they did comedy acts 108  
 that made them both roar with laughter. Hannah’s mom didn’t 118  
 always understand what was so silly, but that never mattered, 128  
 not to Hannah and her special buddy. 135

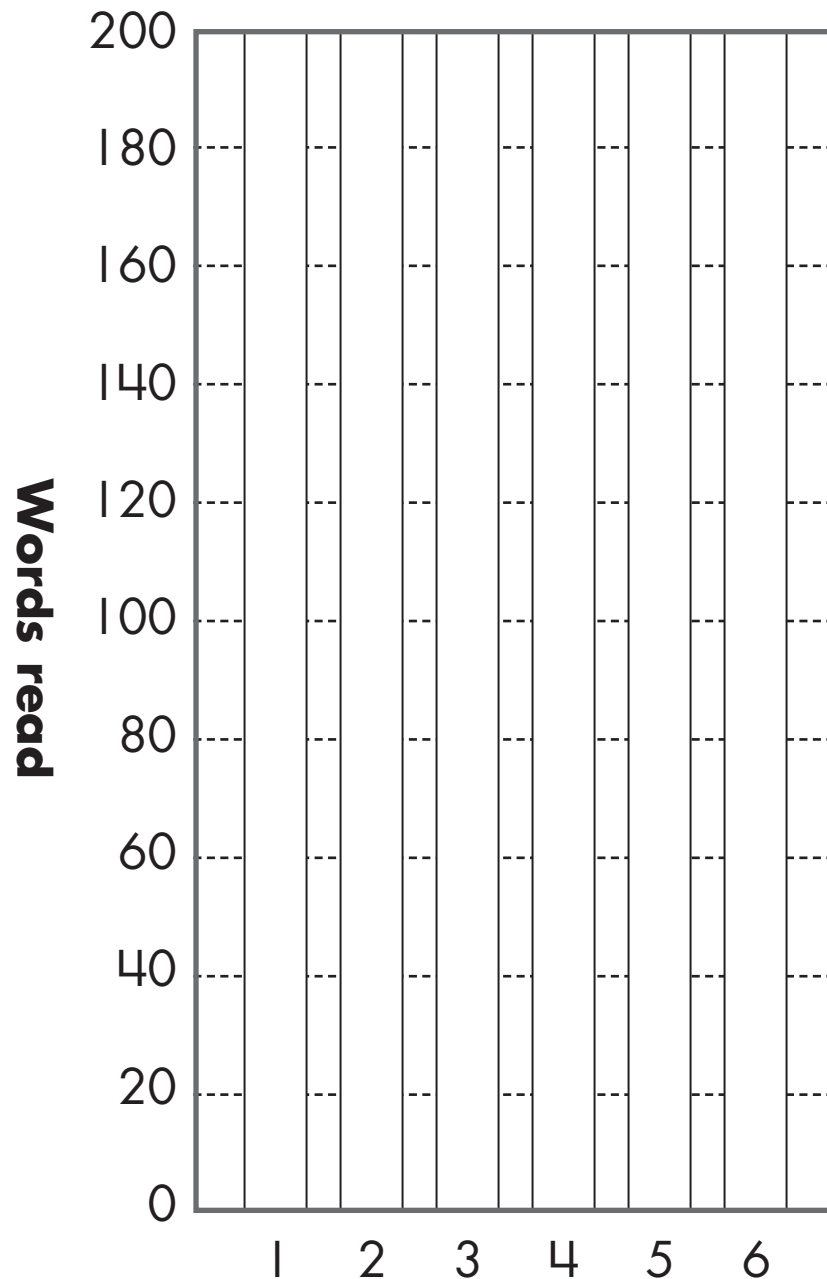


Fluency

# Repeated Reading Bar Graph

Lesson S-5

Name \_\_\_\_\_ Date \_\_\_\_\_



Number  
of errors: \_\_\_\_\_  
1 2 3 4 5 6

**Directions:** These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency



**Game Cards (FRONT)**

**Lesson S-5**

is

take

walk

keep

laugh

make

have

fly

think

love

seem

roar

understand

twirl

act

come

**Directions:** These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 **Game Cards (BACK)**

**Lesson S-5**

kept  
will keep

3

walked  
will walk

2

took  
will take

3

was  
will be

4

flew  
will fly

3

had  
will have

4

made  
will make

3

laughed  
will laugh

1

roared  
will roar

1

seemed  
will seem

2

loved  
will love

1

thought  
will think

4

came  
will come

3

acted  
will act

2

twirled  
will twirl

1

understood  
will understand

3

